NAVOIY INNOVATSIYALAR UNIVERSITETI

MAQOLALAR TO'PLAMI

MILLIY ILMIY-AMALIY KONFERENSIYA

XXI ASRDA GLOBAL MUAMMOLARNI BARTARAF ETISH: YASHIL IQTISODIYOT VA TEXNIK TARAQQIYOTNI RIVOJLANTIRISHGA QARATILGAN FANLARARO ILMIY IZLANISHLAR

SMART ACCESS

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O'TKAZILISH SANASI

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TASHKILIY QO'MITA

TASHKILIY QO'MITASI

Familiya, ismi, sharifi	*Ilmiy darajasi, unvoni*	Lavozimi
Mavlonov Jo'rabek Yorqulovich	*siyosiy fanlari doktori, professor*	Navoiy innovatsiyalar universiteti rektori
Xudoyorov Shuhrat Jumaqulovich	*fizika-matematika fanlari nomzodi, dotsent*	Navoiy innovatsiyalar universiteti "O'quv ishlari va ilmiy innovatsiyalar" bo'yicha prorektor
Shodiyev Ne'matjon Sa'dirovich	*pedagogika fanlari falsafa doktori (PhD)*	Navoiy innovatsiyalar universiteti "Ilmiy tadqiqot innovatsiyalar" bo'lim boshlig'i
Eshpo'latov Bobir Xudoyberdiyevich	*fizika-matematika fanlari bo'yicha falsafa doktor (PhD)*	Navoiy innovatsiyalar universiteti "Tabiy va texnika fanlar" kafedrasi mudiri
Yorkulov Bexzod Abdugabbarovich	*texnika fanlari bo'yicha falsafa doktor (PhD)*	Navoiy innovatsiyalar universiteti "Iqtisodiyot va axborot texnologiyalari" kafedrasi mudiri
Murodova Muqaddas Ikromovna	*filologiya fanlari bo'yicha falsafa doktor (PhD)*	Navoiy innovatsiyalar universiteti "Filologiya va tillarni o`qitish" kafedrasi mudiri
Daminov Nabijon Abduolimovich	*tarix fanlari bo'yicha falsafa doktor (PhD)*	Navoiy innovatsiyalar universiteti "Ijtimoiy-gumanitar fanlar" kafedrasi mudiri
Kubayeva Mavluda Baxtiyor qizi	*pedagogika fanlari bo'yicha falsafa doktor (PhD)*	Navoiy innovatsiyalar universiteti "Universitet kengashi kotibi"
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TAHRIRIYAT

Familiya, ismi, sharifi	*Ilmiy darajasi, unvoni*	Lavozimi
Allayarov Ravshan Muzaffarovich	*texnika fanlari bo'yicha falsafa doktor (PhD)*	Navoiy innovatsiyalar universiteti "Tabiy va texnika fanlar" kaferdrasi dotsenti
Shomiyev G‘olib O‘ktamovich	*iqtisodiyot fanlari doktori*	Iqtisodiyot va axborot texnalogiyalari kafedrasi professori
G'ulomova Nargiza Sa'dullayevna	*filologiya fanlari doktori*	Filologiya va tillarni o`qitish kafedrasi professori
Boboyeva Firuza Azimjonovna	*pisoxologiya fanlari bo'yicha falsafa doktori*	Ijtimoiy-gumanitar fanlar kafedrasi dotsenti

KIRISH SO'ZI

Mavlonov Jurabek Yorqulovich

REKTOR

NAVOIY INNOVATSIYALAR UNIVERSITETI REKTORI, S.F.D, PROFESSOR

Assalomu alaykum, hurmatli mehmonlar, muhtaram ustozlar, qadrli hamkasblar hamda aziz talabalar!

Hech kimga sir emaski, ko'z o'ngimizda kechayotgan zamonaviy turmush tarzi, yashash muhiti hamda erishilgan natijalar bir necha ming yillik tarixiy taraqqiyot jarayonida to'plangan amaliy tajribalarning yakuniy mahsuli hisoblanadi. Asrlar davomida inson o'zining intellektual salohiyati, tafakkuri va mehnati orqali muhim ilmiy-texnik kashfiyotlarni amalga oshirib, ularni keng miqyosda amaliyotga joriy etish natijasida ijtimoiy-iqtisodiy farovonlikni ta'minlab kelmoqda.

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyev tomonidan 2025-yil — "Atrof-muhitni asrash va \"yashil\" iqtisodiyot yili\" deb e'lon qilinib, ekologik barqarorlik va iqtisodiy o'sishni uyg'unlashtirish strategiyasi ilgari surilishi ham ushbu masalaga hukumat tomonidan qaratilayotgan e'tibor hamda uning ahamiyatini ko'rsatadi.

Shiddat bilan modernizatsiyalashib va transformatsiyalanib borayotgan hozirgi davr sharoitida "yashil" iqtisodiyot modeliga o'tish strategik zarurat va muhim hayotiy ehtiyoj sifatida namoyon bo'lmoqda.

Anjuman qatnashchilariga samimiy minnatdorchiligimni bildiraman va konferensiyada faol ishtirok etib, o'z tajribalari bilan o'rtoqlashishlari, mazkur mavzuda olib borgan tadqiqotlari yuzasidan tegishli tavsiya hamda xulosalarini berishlarini umid qilaman.

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4-SHO'BA

4-SHO‘BA. FILOLOGIYA VA TILLAR O‘QITISHDA GLOBAL ZAMONAVIY DISKURS

4-СЕКЦИЯ. ГЛОБАЛЬНЫЙ СОВРЕМЕННЫЙ ДИСКУРС В ФИЛОЛОГИИ И ПРЕПОДАВАНИИ ЯЗЫКОВ.

SECTION 4. GLOBAL CONTEMPORARY DISCOURSE IN PHILOLOGY AND LANGUAGE EDUCATION.

A Global Discourse Perspective on Developing Critical Thinking in English Language Teaching

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ANNOTATION

This study explores modern approaches to developing critical thinking skills in English language teaching within the framework of global educational discourse. It examines linguistic and pedagogical foundations, emphasizing the role of language in shaping thought and meaning. The paper also analyzes international educational practices, particularly those of Singapore, South Korea, India, and Japan. The findings demonstrate that student-centered and interactive teaching methods significantly enhance learners' analytical abilities, autonomy, and communicative competence.

KEYWORDS

critical thinking, English language teaching, global discourse, pedagogy, learner autonomy, interactive methods, foreign experience

АННОТАЦИЯ

Данная статья посвящена исследованию современных подходов к развитию критического мышления на уроках английского языка в контексте глобального образовательного дискурса. Рассматриваются лингвистические и педагогические основы, а также роль языка в формировании мышления. Особое внимание уделяется образовательному опыту Сингапура, Южной Кореи, Индии и Японии. Результаты показывают, что интерактивные и ориентированные на студента методы обучения способствуют развитию аналитических навыков, самостоятельности и коммуникативной компетенции.

КЛЮЧЕВЫЕ СЛОВА

критическое мышление, английский язык, глобальный дискурс, педагогика, интерактивные методы, зарубежный опыт

ANNOTATSIYA

Mazkur maqola ingliz tili ta'limida tanqidiy fikrlashni rivojlantirishning zamonaviy yondashuvlarini global ta'lim diskursi doirasida o‘rganadi. Unda lingvistik va pedagogik asoslar hamda tilning fikrlashni shakllantirishdagi roli tahlil qilinadi. Shuningdek, Singapur, Janubiy Koreya, Hindiston va Yaponiya tajribasi ko‘rib chiqiladi. Natijalar o‘quvchi markazli va interfaol metodlar o‘quvchilarning analitik fikrlashi, mustaqilligi va kommunikativ kompetensiyasini rivojlantirishini ko‘rsatadi.

KALIT SO‘ZLAR

tanqidiy fikrlash, ingliz tili, global diskurs, pedagogika, interfaol metodlar, xorijiy tajriba

INTRODUCTION

In the rapidly changing landscape of global education, the development of critical thinking has become a central objective of modern language teaching. Today's learners are expected not only to acquire linguistic knowledge but also to develop the ability to analyze information, evaluate arguments, and solve complex problems. This shift reflects the growing demand for individuals who can think independently and adapt to diverse communicative contexts.

From a global discourse perspective, education is no longer confined to national boundaries. Instead, it is shaped by international standards, intercultural communication, and global competencies. Within this context, English language teaching plays a crucial role, as English functions as a global lingua franca.

From a philological and cognitive viewpoint, language is deeply connected with thinking. It serves as a medium through which individuals organize ideas, interpret meanings, and construct knowledge. Therefore, teaching a language also means developing learners' cognitive and intellectual abilities.

This study aims to explore how modern pedagogical approaches and international practices contribute to the development of critical thinking skills in English language teaching.

THEORETICAL BACKGROUND

Critical thinking is widely recognized as a multidimensional cognitive process that involves interpretation, analysis, evaluation, inference, and reflection. It enables learners to question assumptions, identify biases, and make informed decisions.

According to Facione, critical thinking includes core skills such as:

- interpretation
- analysis
- evaluation
- inference
- explanation
- self-regulation

Falconer argues that critical thinking in language education develops through meaningful interaction, reflective practice, and engagement with authentic materials.

From a linguistic perspective, theories such as Vygotsky's sociocultural theory emphasize that thinking develops through social interaction and language use. Similarly, Halliday's functional approach highlights that language is a system of meaning-making shaped by social context.

Thus, the relationship between language and thought is reciprocal: language influences thinking, and thinking shapes language use. This interdependence makes English language classrooms an ideal environment for fostering critical thinking skills.

PEDAGOGICAL APPROACHES

Traditional teacher-centered approaches often limit students' participation and reduce learning to memorization. In contrast, modern pedagogical approaches focus on active learning, collaboration, and learner autonomy.

Key approaches include:

1. Problem-Based Learning (PBL)

Students work on real-life or simulated problems, analyze complex situations, and propose practical solutions based on evidence and reasoning. This method enhances analytical thinking, decision-making skills, and the ability to evaluate multiple perspectives. In addition, PBL encourages learners to ask questions, conduct independent research, and collaborate with peers to reach well-supported conclusions.

Through this process, students become active participants in their own learning, rather than passive recipients of information. They develop not only language proficiency but also essential 21st-century skills such as critical inquiry, problem-solving, and teamwork. Furthermore, PBL creates a meaningful learning environment where language is used as a tool for communication, negotiation, and knowledge construction, which significantly improves both cognitive and communicative competence.

2. Project-Based Learning

Learners engage in long-term, meaningful projects that require in-depth research, collaboration, and final presentation of results. This approach promotes creativity, independent learning, and responsibility for one's own progress. Students are encouraged to explore topics of interest, gather and analyze information from various sources, and apply their knowledge in practical contexts.

In addition, project-based learning develops essential skills such as teamwork, time management, and critical evaluation of information. Through collaboration, learners exchange ideas, negotiate meanings, and build shared understanding, which enhances both their cognitive and communicative abilities.

Moreover, presenting project outcomes helps students improve their speaking and organizational skills, as they must clearly express their ideas and justify their conclusions. Overall, this method creates an engaging and student-centered learning environment where language is actively used as a tool for inquiry, interaction, and knowledge construction.

3. Debate and Argumentation

Debates encourage students to express their opinions clearly, defend their arguments with logical reasoning, and evaluate opposing viewpoints critically. This approach develops learners' ability to construct well-structured arguments and use evidence to support their ideas.

In addition, debates promote active listening, as students must carefully consider others' perspectives before responding. This process enhances their analytical thinking and helps them recognize bias, assumptions, and logical fallacies.

Furthermore, engaging in argumentation improves students' fluency and confidence in speaking, as they learn to articulate their thoughts spontaneously and persuasively. As a result, debates create a dynamic classroom environment where learners actively participate in meaningful communication and intellectual exchange.

4. Case Study Analysis

Students analyze real or hypothetical scenarios, which develops their ability to apply theoretical knowledge in practical contexts. This method encourages learners to examine problems from multiple perspectives and identify possible solutions based on evidence.

Through case study analysis, students enhance their critical thinking by interpreting information, making judgments, and justifying their decisions. It also helps bridge the gap between theory and practice, allowing learners to see how abstract concepts function in real-life situations.

Moreover, this approach fosters discussion and collaboration, as students often work in groups to analyze cases and present their findings. As a result, learners improve both their analytical skills and their ability to communicate ideas effectively.

5. Role-Playing Activities

Role-play helps learners understand different perspectives and improves communicative competence by placing them in realistic or imagined social situations. Students take on specific roles and interact with others, which allows them to practice language in meaningful and context-based scenarios.

This method enhances empathy and perspective-taking, as learners must think and respond from another person's point of view. It also develops spontaneity in communication, since students are required to react naturally rather than rely on memorized responses.

In addition, role-playing reduces anxiety and increases engagement, as it creates a supportive and interactive learning environment. Consequently, students become more confident in using language for real-life communication.

6. Reflective Learning

Students reflect on their learning process, which strengthens self-awareness and metacognitive skills. Reflection encourages learners to evaluate their strengths and weaknesses, set goals, and monitor their own progress.

This approach helps students develop a deeper understanding of how they learn, making them more independent and responsible learners. By thinking critically about their experiences, learners can identify effective strategies and improve their future performance.

Furthermore, reflective learning promotes continuous improvement and lifelong learning habits. It also supports the development of critical thinking, as students analyze their own ideas, decisions, and outcomes in a systematic way.

INTERNATIONAL PERSPECTIVES

Global educational systems offer diverse models for integrating critical thinking into language education.

Singapore

Singapore's education system is highly structured and emphasizes critical thinking across all subjects. Inquiry-based learning and problem-solving tasks are widely used to develop analytical skills.

South Korea

South Korea focuses on academic excellence and analytical reasoning. English education includes structured debates, essay writing, and exam-oriented critical thinking tasks.

India

India is undergoing educational transformation. While traditional methods still exist, there is a growing emphasis on creativity, innovation, and critical thinking in language teaching.

Japan

Japan emphasizes discipline, collaboration, and reflection. Students develop critical thinking through structured group activities and self-evaluation practices.

COMPARATIVE ANALYSIS

A comparative analysis reveals that each country adopts a unique and context-specific approach to the development of critical thinking in English language education. These approaches are shaped by cultural values, national educational priorities, and pedagogical traditions, which influence how teaching and learning processes are organized.

Singapore - holistic and integrated thinking system

Singapore applies a highly structured and well-integrated approach, where critical thinking is embedded across all subjects and levels of education. The system emphasizes inquiry-based learning, problem-solving, and interdisciplinary connections, enabling students to develop both cognitive and practical skills simultaneously.

South Korea - analytical and performance-oriented approach

South Korea focuses on academic achievement and rigorous assessment. Critical thinking is developed through structured tasks such as analytical writing, reading comprehension, and formal debates. Although the system is exam-oriented, it still encourages logical reasoning and argumentation within an academic framework.

India - hybrid model combining traditional and modern methods

India represents a transitional model, where traditional teacher-centered practices coexist with emerging student-centered approaches. While memorization-based learning is still present, there is a growing emphasis on creativity, innovation, and critical inquiry, especially in urban and progressive educational settings.

Japan - reflective and collaborative learning

Japan promotes a balanced approach that combines discipline, reflection, and group collaboration. Students are encouraged to engage in self-evaluation, peer discussion, and cooperative learning activities. This fosters not only critical thinking but also social responsibility and mutual respect.

These differences clearly demonstrate that the development of critical thinking is not universal in form but varies according to socio-cultural and institutional contexts. Factors such as educational philosophy, teacher roles, classroom interaction patterns, and assessment systems play a significant role in shaping how critical thinking is taught and practiced.

However, despite these variations, a common trend can be observed across all systems: a gradual but consistent shift toward student-centered learning. Modern educational reforms increasingly recognize learners as active participants in the learning process rather than passive recipients of knowledge.

Moreover, critical thinking is now widely acknowledged as a key educational objective in the 21st century. It is considered essential for developing independent, reflective, and globally competent individuals who are capable of adapting to complex and rapidly changing environments.

While different countries follow diverse paths, they share a common goal of enhancing learners’ cognitive abilities and preparing them for meaningful participation in the global educational and professional landscape.

CHALLENGES AND LIMITATIONS

Despite its importance, developing critical thinking in English language teaching presents several significant challenges that affect both teachers and learners. These challenges are often rooted in traditional educational practices, institutional limitations, and learners’ prior learning experiences.

One of the major challenges is the persistence of traditional teacher-centered methods, where students are passive recipients of knowledge. In such classrooms,

memorization and repetition are prioritized over analysis, discussion, and independent thinking. As a result, learners have limited opportunities to engage actively with the content.

Another important issue is limited learner autonomy. Many students are not accustomed to taking responsibility for their own learning and often depend heavily on teachers for guidance. This dependence restricts their ability to think critically, make decisions, and express their own viewpoints.

In addition, insufficient teacher training remains a serious concern. Many teachers lack the necessary methodological knowledge and practical strategies to effectively integrate critical thinking into language teaching. Without proper training, it becomes difficult to design tasks that promote analysis, evaluation, and reflection.

Lack of resources and materials also poses a challenge. In some educational contexts, there are not enough authentic materials, technological tools, or interactive resources to support the development of higher-order thinking skills. This limits the variety and effectiveness of classroom activities.

Furthermore, exam-oriented education systems often discourage critical thinking. When the main focus is on achieving high test scores, teaching tends to emphasize memorization and standard answers rather than creativity and independent thought.

Many students are used to memorization-based learning and may struggle to express independent ideas, analyze information, or participate in discussions. They may feel uncertain or lack confidence when asked to think critically or provide personal opinions.

Teachers also face difficulties in designing and implementing tasks that effectively promote critical thinking. Creating meaningful, engaging, and level-appropriate activities requires time, experience, and professional support.

Ways to Overcome These Challenges

To address these challenges, several practical and strategic steps should be taken.

First, it is essential to provide continuous teacher training programs that focus on modern pedagogical approaches and critical thinking strategies. Teachers need both theoretical knowledge and practical tools to apply these methods effectively in the classroom.

Second, curricula should be redesigned to include activities that promote analysis, evaluation, and creativity. Learning objectives should go beyond knowledge acquisition and focus on developing higher-order thinking skills.

Third, integrating technology and digital tools can significantly enhance the learning process. Online platforms, interactive applications, and multimedia resources provide new opportunities for collaboration, research, and critical engagement.

Finally, it is important to encourage interactive classroom practices, such as discussions, group work, debates, and problem-solving tasks. These methods create a learner-centered environment where students actively participate and develop their thinking abilities.

By addressing these challenges through systematic changes, educators can create more effective learning environments that support the development of critical thinking and prepare students for real-world communication and global participation.

CONCLUSION

In conclusion, the development of critical thinking in English language teaching is a fundamental and indispensable requirement of modern education. In the context of global educational discourse, it goes beyond simple language acquisition and becomes a means of shaping independent, reflective, and analytical individuals who are capable of engaging with complex ideas and real-world problems.

This study has shown that critical thinking is deeply connected with linguistic, cognitive, and pedagogical dimensions of learning. Language is not only a communication tool but also a medium through which learners construct meaning, express reasoning, and develop intellectual abilities. Therefore, effective English language teaching must integrate both linguistic theories and modern pedagogical approaches to fully support learners' cognitive development.

The analysis of international educational practices in Singapore, South Korea, India, and Japan demonstrates that although each country follows a different educational model shaped by its cultural and institutional context, all systems increasingly prioritize the development of higher-order thinking skills. Student-centered, interactive, and reflective teaching methods have proven to be particularly effective in enhancing learners' analytical abilities, creativity, autonomy, and communicative competence.

At the same time, the study has identified several challenges, including traditional teacher-centered approaches, limited learner autonomy, insufficient teacher preparation, lack of resources, and exam-oriented educational systems. These factors may hinder the effective development of critical thinking if not properly addressed through systematic educational reforms.

Therefore, it is essential for educators and policymakers to adopt innovative teaching strategies that encourage active learning, inquiry, collaboration, and reflection. Teacher professional development programs, curriculum redesign, and the integration of digital technologies can significantly contribute to improving the quality of English language education.

Finally, creating a supportive and intellectually stimulating learning environment is crucial for fostering students’ creativity, independence, and problem-solving abilities. By doing so, education systems can better prepare learners not only for academic success but also for meaningful participation in the global knowledge society and rapidly changing professional world.

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